

AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT				1. CONTRACT ID CODE N/A		PAGE 1 OF 1	
2. AMENDMENT/MODIFICATION NO. 2		3. EFFECTIVE DATE 09-09-2003		4. REQUISITION/PURCHASE REQ. NO. N/A		5. PROJECT NO. (If applicable)	
6. ISSUED BY CODE Regional Contracting Office (Omar Trigo) USAID/Dominican Republic Unit 5541 APO AA 34041 e-mail: otrigo@usaid.gov		3. EFFECTIVE DATE 517		7. ADMINISTERED BY (If other than Item 6) CODE			
8. NAME AND ADDRESS OF CONTRACTOR (No., street, county, State and ZIP Code) To all Offerors/Bidders				(X)		9A. AMENDMENT OF SOLICITATION NO. 517-03-017	
				X		9B. DATED (SEE ITEM 11) 07-31-2003	
						10A. MODIFICATION OF CONTRACT/ORDER NO.	
						10B. DATED (SEE ITEM 13)	
CODE		FACILITY CODE					

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS

☒ The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers ☒ is extended, ☐ is not extended.
Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods:
(a) By completing Items 8 and 15, and returning one (1) copies of the amendment; (b) By acknowledging receipt of this amendment of each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. **FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER.** If by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided each telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

12:00 PM, 9/23/2003

12. ACCOUNTING AND APPROPRIATION DATA (If required) NFN

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14.

(X)	A. THIS CHANGE ORDER IS ISSUED PURSUANT TO: (Specify authority) THE CHANGES SET FORTH IN ITEM 14 ARE MADE IN THE CONTRACT ORDER NO. IN ITEM 10A.
	B. THE ABOVE NUMBERED CONTRACT/ORDER IS MODIFIED TO REFLECT THE ADMINISTRATIVE CHANGES (such as changes in paying office, appropriation date, etc.) SET FORTH IN ITEM 14, PURSUANT TO THE AUTHORITY OF FAR 43.103(b).
	C. THIS SUPPLEMENTAL AGREEMENT IS ENTERED INTO PURSUANT TO AUTHORITY OF:
	D. OTHER (Specify type of modification and authority)

E. IMPORTANT: Contractor ☐ is not, ☐ is required to sign this document and return _____ copies to the issuing office.

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Organized by UCF section headings, including solicitation/contract subject matter where feasible.)

The purpose of this amendment is to add below attachments to this RFP. The date and hour for receipt of offers is extended to September 23, 2003. Changes are made as follows:

On PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS, SECTION J - LIST OF ATTACHMENTS, add the following Attachments:

"ATTACHMENT 10 - Country Overview-updated2
ATTACHMENT 11 - Global Food for Education Initiative
ATTACHMENT 12 - Information for Monitoring & Evaluation (Power Point Presentation - Spanish).
ATTACHMENT 13 - Metas-English-GFE Report-programmed (EXCEL File uploaded separately).
ATTACHMENT 14 - Matriculation Forms for Schools (EXCEL File uploaded separately).
ATTACHMENT 15 - Educational Necessities Detection (Spanish)."

Except as provided herein, all terms and conditions of the document referenced in Item 9A or 10A, as heretofore changed, remains unchanged and in full force and effect.

15A. NAME AND TITLE OF SIGNER (Type or print)		16A. NAME AND TITLE OF CONTRACTING OFFICER (Type or print) Sunil Xavier Contracting Officer	
15B. CONTRACTOR/OFFEROR (Signature of person authorized to sign)	15C. DATE SIGNED	16B. UNITED STATES OF AMERICA BY (Signature of Contracting Officer)	16C. DATE SIGNED 09-09-2003

ATTACHMENT 10

Country Overview-updated2

Country: Dominican Republic

Cooperating Spons or: Technical Secretariat of the Presidency (STP), GODR

USDA Agreement #: GFE-517-2001/687-00

Country Overview

The distribution of income in Latin America has always been very unequal, implying that poverty has been far above what would be expected given per capita income. The debt crisis of the 1980s exacerbated the situation. Income fell, inequality increased and the number of people living in poverty rose by at least 40 million or 22 percent during the decade.¹ In the Dominican Republic (DR) conditions worsened considerably due to a strong increase in inflation along with a poor program of government social services.² In the late 1990s, the DR has often been cited as an economic marvel. "Growth rates have averaged above 5% in the last four years. Nevertheless, serious problems exist with regard to the quality of social services provided by the public sector."³ "[T]he emerging poverty profile of the Dominican Republic has been quite consistent with poverty incidence at about 25 percent, and with poverty being more severe in rural areas, especially in border provinces, as cited in the main body of [the] FY00-02 Dominican Republic Country Assessment Strategy.⁴ The worst poverty rates are for rural families in which the head of household works in agriculture.⁵

In rural areas, 20% of the population has had no formal schooling, compared with 10% in the urban areas. This inequality is even more pronounced when considering those who have studied beyond primary school: in rural areas that figure is 1/6th that of the urban areas.⁶ The illiteracy rate is three times higher in the rural areas than urban areas (25.6% vs. 9.9%).

The GFE project developed by the GODR with the assistance of USDA's Foreign Agriculture Service is consistent with the World Bank recommendation that the government "...develop a more comprehensive poverty reduction strategy that (i) streamlines, *integrates and coordinates its ongoing programs*, including international aid; (ii) rationalize and *targets expenditure towards the poor and most vulnerable*, particularly in the social sectors; and (iii) decentralize decision making and *foster community participation for the delivery of services* to the poor. (Italics added for emphasis)⁷

The GFE project is targeted primarily at six eastern provinces of the island. The provinces are Monte Plata, El Seibo, Hato Mayor, Samana, San Pedro de Macoris, and two communities within the Federal District. According to the nation's poverty map Monte Plata, El Seibo, and Samana are the three poorest provinces in the country. The other three are not far behind.⁸ The target beneficiaries are primarily located in "bateyes" which are sugar cane communities originally constructed to house migrant Haitian farmworkers who came across the border to work in the sugar cane fields and mills. A traditional batey consists of a cluster of army-type barracks where the workers reside, frequently without lights, running water, or a latrine.

¹ A Strategy for Poverty Reduction. IADB. 1997. Updated 2/5/02

² Human Development Report Dominican Republic, 2000. UNDP. (Translated by USDA/FAS)

³ IBID.

⁴ Country Assistance Strategy, 1997. InterAmerican Development Bank/DR

⁵ Op cit. UNDP

⁶ Op cit. UNDP

⁷ World Bank Country Brief. www.worldbank.org. June 2002

⁸ See United States Government Accounting Office. "Foreign Assistance-- Global Food for Education Initiative Faces Challenges for Successful Implementation." February 2002. Page 3.

Over the years, many of the migrant workers stayed permanently and their children were born in the Dominican Republic. The child of an illegal foreign worker born on Dominican soil does not have rights to Dominican citizenship. With the privatization of the sugar mills and fields in the 1990's and the fall in the sugar prices, the permanent residence of these bateyes have been more neglected than ever. Most residence not only find themselves in impoverished living conditions, but they no longer have access to employment in the sugar industry. The typical batey resident forms the poorest segment of Dominican society with health and education indicators far below the country's average.

The GFFEI Program is by far the most significant social, economical and educational program focussing on the Dominican bateyes since 2001.

Commodities

GODR requested 62,200 MT of commodities in the following amounts:

Wheat	50,000 MT
Crude Soybean Oil	12,200 MT

The commodities were to be monetized and the proceeds used to implement the project's multiple components designed not only to increase enrollment, attendance and performance, but also to enhance the learning environment, an issue highlighted in the recent GAO report on GFE.⁹ Delivery for three shipments of commodities to be monetized were delivered as schedules and monetization took place without a problem, earning RD\$197,000,000 (US\$11.5 million). The proceeds were deposited into a special account managed by the Program Executive Council made up of representatives from FAS, Technical Secretariat of the Presidency (STP), the Ministry of Education, and USAID. The proceeds from the donation will be used to carry out community-based school feeding programs developed by local NGOs aimed at boosting school enrollment, increasing school attendance, and improving academic performance in primary school students.¹⁰ The project will be completed in 2004.

Project Overview

Goals and objectives

In order to meet the overall goals of the GFE project, that is to increase enrollment, attendance, and performance, especially for girls, and to improve child nutrition and health status, the Program Executive Council (PEC) proposed to carry out the following objectives:

- working through NGOs, establish model community-based food programs in under-served areas;
- carry out direct feeding of 45,700 pre-primary and primary school children and their teachers;
- strengthen parent-teacher organizations;
- design and deliver teacher training in health and nutrition, teaching methodologies, etc.;
- develop and deliver community health/nutrition education programs;
- repair and/or construct educational infrastructure including kitchens, basic repairs, potable water, latrines, classrooms;
- improve school water and sanitation facilities; and
- develop local food procurement program and strengthen local production capacity to meet procurement needs.

Implementation status

⁹ Op cit. GAO Report, Page 3.

¹⁰ Report to USDA Export Credits GFE Project Status Report. FAS/DR.

The Program Executive Council (PEC) was established with representatives from USDA/FAS, USAID, the Technical Secretariat to the Presidency (TSP), and the Secretary (Ministry) of Education. The PEC is a democratic board that develops the program objectives and implementation strategy; oversees the use of funds; monitors project development and progress; and manages the project evaluations and audits. A public promotion campaign was held announcing the objectives of the GFE program and inviting NGOs, community organizations and other GODR agencies to develop proposals with poor rural schools located in their communities aimed at increasing enrollment, and improving attendance rates, and school performance. A total of 67 proposals were received from NGOs, government agencies and community associations proposing a variety of different projects aimed at strengthening school feeding and education programs. As of May 2002 a total of 16 projects were selected for funding with the first disbursements occurring in the third week of May.

The GFE strategy in the Dominican Republic focuses on creating sustainable school feeding and educational programs by strengthening the link between the schools and the community. Scholastic performance and attendance rates are low in the rural areas for several primary reasons which include: parental indifference, health problems from lack of potable water and health clinics, economic needs forcing children into work, long distances between schools and communities, early pregnancies, etc. The current model uses local NGOs, school directors, parents, and community leaders to identify primary problems in each community, to propose solutions to these problems, to organize and train the parents, teachers and community leaders to address these problems, and to implement the specific tasks required to overcome these barriers to an improved education. The local communities will carry out and manage projects based around the school, such as: rebuilding school infrastructure, teacher training, developing a nutrition education curriculum, forming health promoters, building water and sanitation systems, building school and family gardens, school feeding, and developing small agribusinesses. The Secretariat of Education is collaborating closely on the GFE program, in most cases providing school rations with government funds so that the GFE funds can be used to carry out other objectives of the project.

The Global Food for Education Program, managed by the Government of Dominican Republic in conjunction with local FAS and USAID staff, has approved the following projects as of May 2002.

	INSTITUTION	PROJECT NAME
	World Vision	Supporting community administration of basic education in the province of El Seibo
	Dominican Institute of Integrated Development (IDDI)	Strengthening the attendance and the quality of school life of primary school children
	Catholic Relief Services (CRS)	Education through empowering communities
	Center of Solidarity for Women Development (CE-MUJER)	Improving attendance and school performance in the rural communities of Hato Mayor
	Social Pastoral of Central Zone (CEZOPAS)	Development of a community-based education model
	Center for Investigations and Cultural Support (CIAC)	Basic education within the reach of all
	Wings of Equality (Alas)	Improving social educational conditions in schools located in the sugar-producing region of Ing. Consuelo
	Social Pastoral of Central Zone (CEZOPAS)	Community-managed basic education
	FUSABI	Nutrition and infrastructure rehabilitation in public schools of Monte Plata
	Catholic Relief Services (CRS)	Promoting the right to education
	Foundation for Dominican Regional Development (FUNDEREDOM)	Improving educational conditions and the quality of life of school families located in the community of Boca Chica
	Secretariat of Education (SEE)	Support to Government school feeding
	Women in Development (MUDE)	Health, Sanitation and Community

042		participation to improve child health and the school environment.
058	Comisión Presidencial	School rehabilitation through the Global Food for Education Initiative
053	Secretariat of Education (SEE)	Support to expansion of school feeding through the program "School Rations from Community Participation"
060	Dominican Institute of Integrated Development (IDDI)	Strengthening the attendance and the quality of school life of primary school children in El Seibo province

Other donor support

The Government of the DR is carrying out its school-feeding program in many of the areas in which the other GFE projects are being implemented, sometimes with complementary feeding, sometimes with parallel programs to improve the educational environment and eliminate non-food obstacles to student enrollment, attendance and performance. The National Sugar Council (CEA) has contributed land for new schools and school gardens as part of the governments contribution to the program.

Sustainability

Sustainability is the strength of the Dominican program. The Dominican Government is committed to provide a school meal to all children participating in the program. The PAE-REAL Program, based on purchasing locally-produced, traditional foodstuffs is a cornerstone of Dominican politics and will continue long after the GFE funding expires. The GFE contribution has been to equip the schools with stoves, water, utensils while the Ministry of Education purchases food from local producers. There are also aspects of this program that are sustainable beyond GFE. These include teacher training, community empowerment, infrastructure developments, and community support for education.

Monitoring and evaluation

PEC will be responsible for carrying out monitoring and evaluation activities along with USDA/FAS who will also play a significant role. USDA/FAS has two full-time staff assigned to the GFE/DR project, both paid through a PASA with USAID. They provide project management and will set-up the local monitoring system for USDA. The staff member responsible for the monitoring and evaluation is an agronomist who has begun to work with the project implementing organizations (PIO) to carry out baseline surveys of targeted schools before the end of the 2002 school year in June. Preliminary baseline surveys have not yet been carried out because the list of schools is not yet finalized.

USDA, PEC and the implementing PIOs will coordinate their monitoring and evaluation efforts to the extent possible to avoid redundancies while insuring independence of action. Because each PIO has its own unique project, sampling matrices will have to be developed for each project. The USDA staff and PIO personnel are working together to develop the factors that will be used in determining the sample for each project.

Project Accomplishments to date

The commodities arrived in three shipments between September and December 2001. The commodities were monetized and the proceeds have been placed in an interest bearing account. Between December 2001 and June 2002 the Program Executive reviewed proposals, and selected the best fifteen (15) to receive funding from among the 67 proposals received. The 15 projects approved were selected based on a series of pre-established criteria which best ensures long-term sustainable impacts on the Dominican educational system.

Each of the 15 projects approved is unique and involves different components based on the reality of the communities where they will implement the project. All projects have as primary objectives to 1) increase

school enrollment, 2) improve school attendance, 3) improve scholastic performance, and 4) improve nutritional and health conditions of school-age children.

Following is a list of typical activities carried out by the implementing institutions at the 350 participating GFFEI schools:

- Provision of hot school meals based on locally produced food products.
- Construction of school water and sanitation facilities
- Organization and strengthening of parent-teacher associations.
- Training parent and community groups in health education, hygiene, nutrition, etc.
- Building community/school gardens & agricultural production projects.
- Organizing de-worming and vaccination campaigns.
- Family oriented sanitation and education projects
- Rebuilding and equipping damaged and run-down rural schools.
- Train teachers in new teaching methodologies, health, nutrition, etc.

The initial phase of the program (Jan. 2002-March 2003) has focussed on infrastructure development and community organization. The remainder of the program, through June 2004 will focus on the school feeding components, health and sanitation programs, and training educational leaders (teachers, families) in health, nutrition, hygiene aimed at strengthening the relationship between the community and the school.

Through March 2003, seven of the participating NGOs have inaugurated their GFE programs, three with the participation of the Dominican Vice-president. The program to date has inaugurated a total of 22 new and reconstructed schools with numerous television, newspaper and radio reports publicizing the success of the program.

Lessons Learned

The quantity and quality of primary school education is a complex issue that requires integrated, multiple solutions. Providing a school lunch alone, will have a very minimal impact on the quality of primary school education. The basic factors contributing to low enrollment, poor attendance, and early desertion are more family and community related than a question of nutrition. Parental attitudes, early pregnancies, household responsibilities, and alternative employment are the greatest factors keeping children out of school, therefore any solution should address the family and community. In order to have a sustainable long-term impact on educational quality one needs to raise the conscientiousness of the rural families and communities to understand the importance and advantages of education and the values of making sacrifices in the home to ensure that the children receive a proper education.

Best Practices

The school feeding model, known locally as PAE-REAL, is based on purchasing and preparing hot meals made with locally produced foods. The Secretariat of Education (SEE) contracts local producers to supply a basic “basket” of products for each school. The SEE then provides a kitchen at each school and trains the parents to prepare the meals. The advantages of this system over the direct delivery of donated foodstuffs (WFP model) are the following:

- Local purchases stimulates local economy.
- Greater acceptability of local, traditional foods.
- Is sustainable after donation ends.
- Involves the community and integrates parents into school.
- Provides greater variety of food with diverse nutritional contents.

Next Steps

The program has dedicated the initial phases of the program to developing and carrying out the infrastructure components such as building new schools, water systems, and latrines. During the next six months the NGOs should finish 75% of all major infrastructure interventions. The last year of the program the children will continue to receive their school lunches and the program will focus on community organization, teacher training and training of PTAs, community leaders and students in health, nutrition, horticultural production, hygiene, and sanitation.

The expected outcomes of the first fifteen approved projects are:

Participating Schools:	350
Direct beneficiaries (school children):	48,000
Daily food rations served:	30,000
Duration of Program:	2.5 years
Schools repaired:	103
New Classrooms built/reconstructed:	82
Kitchens repaired/constructed	140
Build/repair school water systems:	180
Build/repair community water systems	5
Build/repair school sanitary systems:	180
Construct family latrines	1,900
Develop school gardens	38
Develop family gardens	2,800
Family animal production:	1,015
Teachers/community leaders trained:	5,000
PTAs organized and trained:	305
Children de-wormed:	32,000
Health promoters trained:	450
Health centers constructed:	75
Vaccination campaigns (students):	1100

Additional GFE activities that are difficult to quantify include, but are not limited to the following: parental education, curriculum development, small loans to school families, road repairs, supporting local school food processors, purchases of didactic equipment, school furniture and school supplies, produce handling and food safety training, and community organization.

The project will be completed in September of 2004.

ATTACHMENT 11

Global Food for Education Initiative

GFFEI Program In Dominican Republic

The U.S. Department of Agriculture is cooperating with the Government of the Dominican Republic through the Technical Secretariat to the Presidency (STP) and the Secretary of Education in carrying out school feeding programs in six (6) Eastern Provinces of the island. As part of the U.S. Global food for Education Initiative, USDA donated 50,000 MT of wheat and 12,200 MT of Crude Soybean Oil which was sold locally for RD\$ 200,000,000 (US\$12 million). The proceeds were deposited into a special account managed by the Program Executive Council made up of representatives from FAS, STP, Ministry of Education, and USAID. The proceeds from the donation will be used to carry out community-based school feeding programs developed by local NGOs aimed at boosting school enrollment, increasing school attendance, and improving academic performance in primary school students.

The Program Executive Council received 67 proposals from NGOs and community associations soliciting funds to carry out school feeding and educational programs in under-served rural communities located in the eastern part of the island. The CEP has evaluated the proposals and expects to award funding to specific communities by early April 2002.

Uniqueness of Dominican Model

Of the 49 GFFEI projects funded world-wide, the DR is the only government-to-government model. Given the fact that education and school feeding are typically public sector activities carried out by government ministries, many specialists feel that any permanent and sustainable changes that will provide school lunches and improve the educational levels of children living in developing nations, must involve the local government ministries. In the Dominican Republic the Ministry of Education and local community-based NGOs are working together to create permanent changes and carry out projects that will positively impact the level of educational services provided to rural students.

The GFFEI program in the Dominican Republic is focused on creating a sustainable school feeding and education model based on strengthening the links between the community and the school. Scholastic performance and attendance rates are low in the rural areas for several primary reasons which include: Parental indifference, health problems from lack of potable water and health clinics, economic needs forcing children into work, long distances between schools and communities, early pregnancies, etc. The current model uses local NGOs, school directors, parents, and community leaders to identify primary problems in each community, propose solutions to these problems, organize and to train the parents, teachers and community leaders to address these problems, and implement the specific tasks required to solve them.

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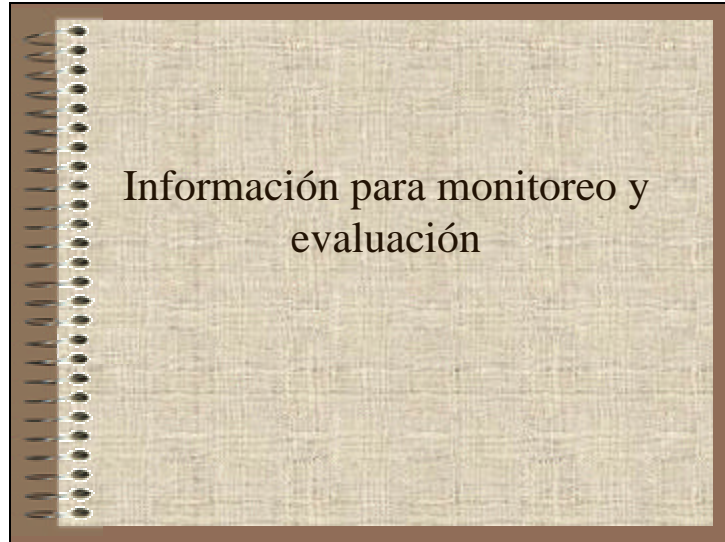
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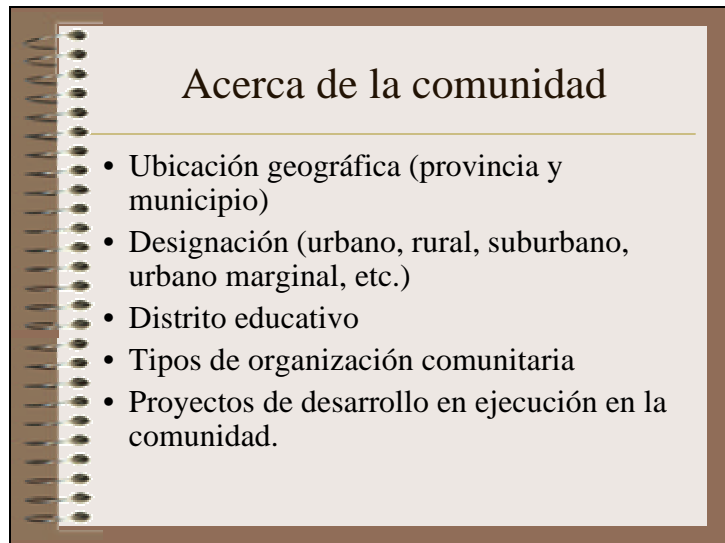
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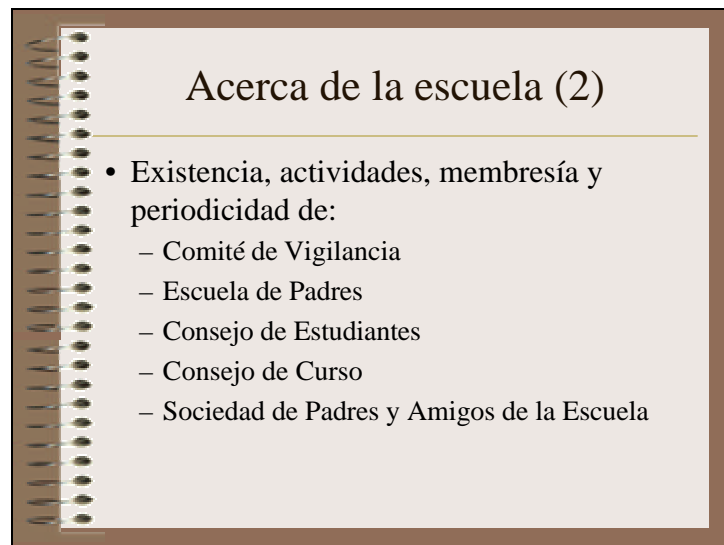
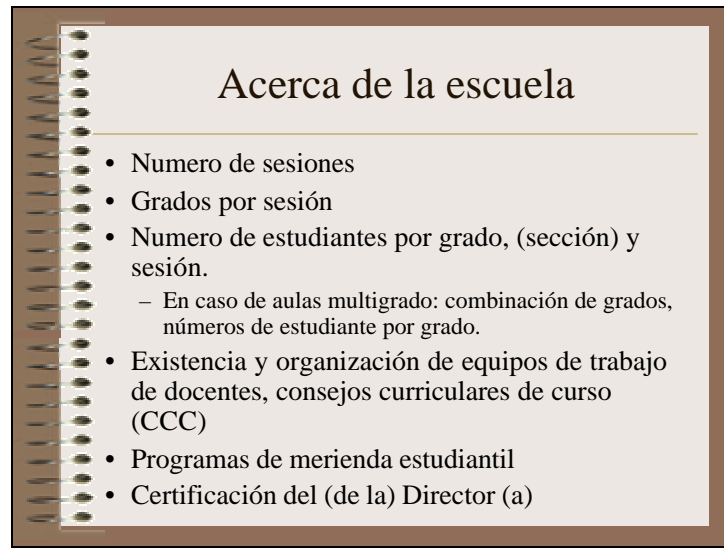
Information for Monitoring & Evaluation Power Point Presentation (Spanish)

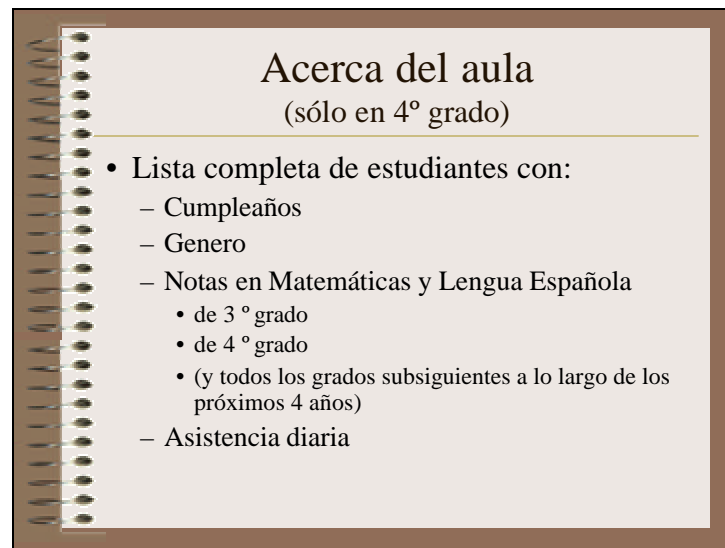
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Slide 2



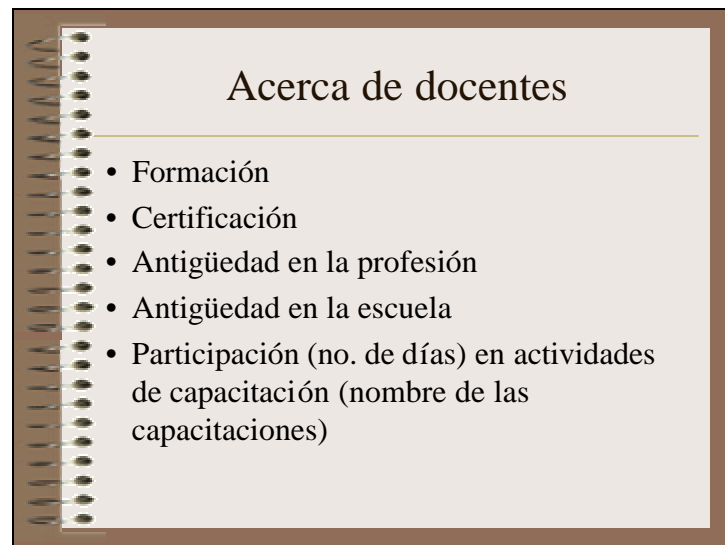




Acerca del aula

(sólo en 4º grado)

- Lista completa de estudiantes con:
 - Cumpleaños
 - Genero
 - Notas en Matemáticas y Lengua Española
 - de 3 º grado
 - de 4 º grado
 - (y todos los grados subsiguientes a lo largo de los próximos 4 años)
 - Asistencia diaria



Acerca de docentes

- Formación
- Certificación
- Antigüedad en la profesión
- Antigüedad en la escuela
- Participación (no. de días) en actividades de capacitación (nombre de las capacitaciones)

ATTACHMENT 13

Metas-English-GFE Report-programmed
(Uploaded as a Separate EXCEL File)

ATTACHMENT 14

Matriculation Forms for Schools
(Uploaded as a Separate EXCEL File)

ATTACHMENT 15

Educational Necessities Detection

Detección de necesidades educativas ***(Para el apadrinamiento)***

El presente cuestionario aspira a detectar las necesidades educativas fundamentales en la escuela beneficiada con el apadrinamiento, para alcanzar una mejor calidad educativa y en consecuencia, contribuir a la calidad de vida de los miembros de la comunidad escolar meta. Los datos recabados serán se aspectos generales a la escuela, y en relación a los estudiantes, a los maestros, al personal directivo y a la comunidad en la que está insertada dicha escuela.

Escuela_____

Lugar:_____ fecha de Aplicación:_____

Zona: Urbana____ Marginal____ Urbana-marginal____ Rural_____

Dirección Regional_____ Distrito Escolar N° _____

Código:_____

Tandas que operan en la escuela:

Mañana____ Tarde____ Noche____ Sabatina_____

Director(S): Mañana_____

(Nombres) Tarde_____

Noche_____

¿Regente?_____

¿Servicios de consejería?: Si____ No____ ¿Vigilancia?: Si____ No____

Infraestructura:

Agua Potable: Si____ No____ Energia Eléctrica: Si____ No____

Sistema de desagüe: Si____ No____ Sistema Sanitario Si____ No____

Matrícula			
Ferm.	Masc.	Ferm.	Masc.
Tanda en la mañana_____	_____	Tanda en la mañana _____	_____
Tanda en la Tarde _____	_____	_____	_____
Tanda en la noche _____	_____	Tanda en la Tarde _____	_____
General _____	_____	Tanda en la Noche _____	_____
		En la Doble tanda _____	_____
N° Promedio por Grado_____			

En relación con los estudiantes...

En todo proceso educativo, los estudiantes son los actores principales, y por ende, el foco de atención principal en un apadrinamiento que aspire a localidad educativa.

1.- Datos estadísticos generales:

Porcentaje de deserción_____ Cobertura escolar (En relación a la comunidad local)_____

Porcentaje repitencia / grado: 1° ____ 2° ____ 3° ____ 4° ____ 5° ____ 6° ____ 7° ____ 8° ____

Grados en Función: Nivel Inicial _____

Nivel Básico _____

Grupos Multigrado _____

2.- Servicios:

Orientación sico-pedagogica. Si _____ No _____

Profesor de deportes Si _____ No _____

Textos escolares, Si _____ No _____

Desayuno escolar. Si _____ No _____

¿Modalidad? _____

Odontológicos, Si _____ No _____

Botiquín, Si _____ No _____

Biblioteca Escolar Si _____ No _____

Uniformes, Si _____ No _____

Salud, Si _____ No _____

3.- Grupos de edad y sexo:

En Educación inicial, ____ años de ____ a ____ años, ____ niñas de ____ a ____ años

De primero a cuarto _____ niños de _____ a _____ años, _____ niñas de _____ a _____ años

De quinto a sexto, _____ niños de _____ a _____ años, _____ niñas de _____ a _____ años

De Séptimo a Octavo, _____ niños de _____ a _____ años, _____ niñas de _____ a _____ años

En relación al cuerpo docente y directivo...

- Nombre del Director Regional: _____
- Nombre del Director de Distrito: _____
- Nivel académico de Director (s): Mañana _____
Tarde _____
Noche _____

N° de Maestros con Educ. Básica _____. N° de Maestros bachilleres sin Educ. Sup. _____

N° de Maestros con grado en Educ. Sup. _____ N° de maestros con postgrado _____

N° de Maestros que viven en la comunidad _____

- ¿Funciona la Junta de Centro? Si _____ No _____
- Grado donde cuentan con el programa de currículo oficial:
Nivel inicial _____ Nivel Básico _____ Nivel Medio _____

Nombre de las capacitaciones y/o entrenamientos recibidos, en los últimos 4 años.-

- Por los directores: _____

Por los Maestros: _____

Grupos de edad y sexo:

___ Maestros de 18 a 28 años	___ Maestras de 18 a 28 años
___ Maestros de 29 a 39 años	___ Maestras de 29 a 39 años
___ Maestros de 40 a 60 años	___ Maestras de 40 a 60 años
___ Maestros de 61 ó mas años	___ Maestras de 61 ó mas años

- Mobiliarios y recursos Didácticos con que cuenta la escuela:

Pupitres...Si ___ No ___ ¿Cuántos? _____ ¿Condiciones? _____

Escritorios...Si ___ No ___ ¿Cuántos? _____ ¿Condiciones? _____

Pizarras...Si ___ No ___ ¿Cuántas? _____ ¿Condiciones? _____

Libreros...Si ___ No ___ ¿Cuántos? _____ ¿Condiciones? _____

Libros...Si ___ No ___ ¿Cuántos? _____ ¿Condiciones? _____

Ábacos...Si ___ No ___ ¿Cuántos? _____ ¿Condiciones? _____

Rotafolio...Si___ No___ Mapas...Si___ No___ Periódico mural. Si___ No___
Globo...Si___ No___ Proyector Si___ No___ Retroproyector Si___ No___
Radiograbadora Si___ No___ Material gastable Si___ No___ Recursos Médicos Si___ No___
Otros_____

- ¿Reciben la asignación de \$3,000.00 por aula? Si___ No___
- ¿Hay madres recibiendo las tarjetas? Si___ No___
- ¿Existe asociación de Padres, Madres y Amigos, integrada a la escuela? Si___ No___
- ¿Desde cuando funciona?_____
- Si le diera una calificación a esa participación, ¿cómo la definiría?
- Regular___ Buena___ Muy Buena___ excelente___
- ¿Hay liderazgo dentro de la asociación? Si___ No___
- ¿Existe una junta de vecinos en la comunidad? Si___ No___
- ¿Existe relación entre esa junta de vecinos y la asociación? Si___ No___
- ¿Existe escuelas de padres? Si___ No___

Otros....._____

a) Planta Física

Materiales: Concreto y techo en plato_____ Concreto y techo de zinc_____
Madera y Zinc_____ Otros materiales _____

Condiciones: Ventilada_____ Iluminaciones natural_____ Pintada_____
Con pasillos que hacen accesible en su interior _____
Accesible en su ubicación_____

Espacios: Número de aulas_____ Oficinas de dirección _____
Biblioteca _____ Letrina o sanitarios_____

Ambiente exterior: Patio.... Amplio _____ Reducido _____
Vegetación: Árboles_____ Plantas ornamentales_____
Áreas deportivas...Si___ No___ Huerto escolar. Si___ No___
Drenaje pluvial... Si___ No___ Verja perimetral Si___ No___

Escuela construida por:_____ Año_____

¿Existe alguna ONG ejecutando proyectos en la escuela o en la comunidad? Si___ No___

Observaciones generales:
